DOCUMENT RESUME

ED 021 542 JC 680 282

By- Howe, Richard Davis

SELECTED TEACHER PREPARATION PROGRAMS.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date May 68

Note- 4p.

Journal Cit- Junior College Research Review; v2 n9 May 1968

EDRS Price MF-$0.25 HC-$0.24

Descriptors- COOPERATIVE EDUCATION, COOPERATIVE PROGRAMS, EDUCATIONAL PROGRAMS, *EDUCATION MAJORS, *INTERNSHIP PROGRAMS, *JUNIOR COLLEGES, MASTERS DEGREES, MASTER TEACHERS, *RESEARCH REVIEWS (PUBLICATIONS), SEMINARS, STUDENT TEACHERS, *TEACHER EDUCATION, TEACHER EDUCATION CURRICULUM, TEACHER INTERNS, TEACHER PROGRAMS

Representative of current junior college teacher preparation programs are those of the University of California at Los Angeles, Southern Illinois University, the University of South Florida, and Appalachian State University. UCLA has two programs (1) the student teaching program in which a student is apprenticed to a master teacher for one course in a local junior college and (2) the internship program in which a student who previously has acquired a master's degree attends a 6-week summer session as well as seminars during the following year while serving as an intern. At Southern Illinois, interns are assigned to master teachers to learn the mode of operation of a nearby junior college district and to gain a better understanding of the philosophy, organization, and functions of student personnel services. South Florida has been involved in a cooperative project with four other institutions. Six participants from each institution are selected for the course in wh ch they get to visit, know, stimulate, and criticize their conferees in other institutions. Students enrolled in the Appalachian program are required to take courses and seminars dealing with junior college instruction. Graduates complete a full major in the teaching field and a minor in education and psychology. (DG)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EDUCATIONAL RESOURCES INFORMATION CENTER

ERIC

CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION

UCLA JUNIOR COLLEGE RESEARCH REVIEW

Volume 2, Number 9 May, 1968

A periodical review of research reports received and processed at the Clearinghouse for Junior College Information

Published by the American Association of Junior Colleges

SELECTED TEACHER PREPARATION PROGRAMS

Due to the increasing size and scope of junior colleges and their unique role in higher education as "teaching institutions," the task of acquiring the services of well-trained and highly qualified people to teach has become most important. This need was expressed in the Peterson study (JC 660 248), in which one of the most important problems noted was "to formulate the best pattern or patterns for preparing junior college teachers . . . and to determine sources from which they may be procured." A similar call was voiced last year by Garrison (JC 670 130). Edmund Gleazer, Executive Director of the American Association of Junior Colleges, recently noted: ". . . we will have more than 1,000 publicly supported community junior colleges within ten years . . . and 100,000 additional teachers will be required" (JC 680 080).

How will the teachers be selected and prepared? Although there are, as yet, not many deliberately designed programs of junior college teacher preparation, a few colleges and universities have recognized the need and have built accordingly. Through their specially designed teacher preparation programs, those institutions are attempting to help satisfy the demand for instructors and to lend focus to junior college instruction. This issue of the *Junior College Research Review* examines some representative teacher preparation programs.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

The Graduate School of Education, University of California, Los Angeles, has designed two special programs by means of which students are prepared to teach in community junior colleges (JC 680 046).

1) The Student Teaching Program

This plan is for the student who decides while he is enrolled in a UCLA graduate degree program that he wants to teach in junior college. The student enrolls in *The Junior College Curriculum* course for one quarter and, during a second quarter, he is apprenticed to a master teacher for one course in a local junior college. He usually completes the teacher preparation program concurrently with receiving his subject area master's degree.

2) The Internship Program

Admission to UCLA's junior college internship program is dependent upon the student's having a master's degree in hand and an assured position in a California junior college. It was designed especially to attract people who had completed degrees but who had not received any pedagogical preparation along the way. The prospective teacher attends a UCLA summer session for six weeks and returns to that campus for seminars on alternate Saturdays during the intern year. The intern is paid at full rate while teaching in the junior college.

Applicants to the internship program must fulfill all admission requirements for both the UCLA Graduate Division and the Graduate School of Education. When the interns have completed academic prerequisites and submitted personal recommendations, the Educational Placement Office tries in various ways to help them find positions in any of the fifty Southern California junior colleges. If they are employed for the ensuing year, they enroll in the UCLA summer program.

In both preparation sequences, prospective teachers construct the courses they will use as student teachers or as interns. These are not "lesson plans" but sets of specific, measurable objectives, test items, and selected media. Student teachers perform this task once, and interns, several times, during their UCLA training experience.

The UCLA programs are based upon a definitive rationale, which includes the following premises:

1. Teaching is the prime function of the junior college.
2. Teaching is the process of causing learning.
3. Learning is changed ability or tendency to act in particular ways.
4. Both teaching and learning may be assumed to have occurred only when observable changes are demonstrated by the learner.
5. Change may be observed only if there has been determination of student abilities prior to instruction.
6. Specific, measurable objectives must be set so that learning may be appropriately guided.

Program sequences focus on ways of structuring courses and curricula so that the teacher organizes his materials to cause learning and then determines the extent to which learning has actually occurred. It is thought undesirable to infer teaching primarily from tentative expectations or sincere efforts. *One infers teaching only if evidence of learning can be presented.*

The syllabus for the core course in the program, *The Junior College Curriculum* (JC 680 079), serves as both a teaching device and as a model for the syllabi which the trainees subsequently construct as part of their own course work. Each unit of the course has its own objectives, expected outcomes, and media list. The course includes the following units:

1. Building the course
2. The Junior College: Functions, Facilities, Students
3. The Junior College Curriculum
4. Learning

JC 680 282 ED021542

5. Goals and Objectives
6. Classifying Objectives
7. Tests and Assessments
8. Instructional Designs and Media
9. The Assessment of Curriculum and Instruction

The UCLA Junior College Preparation Program is based upon the specific, definitive rationale that regards teaching only as it contributes to learning. That approach differs from the usual one which allows a teacher to lecture, give reading assignments, hope all pupils do well on the examinations, and then cut a curve of grades across his classes. At UCLA the entire curricular pattern is so designed that objectives are specified, media are determined, and assessments are constructed *in advance* — by both the graduate school professor and by the prospective junior college instructor. In his own course building, the trainee performs those functions in conjunction with the program director and then agrees to bring a stated per cent of his classes to specified goals.

This unique concept focuses the teacher's attention on his primary task — that of causing his students to change in desired directions. The teacher-trainee is not evaluated on his classroom performance; nor is he "observed," unless he so requests. He is free to find individual methods of bringing about student performance. He may teach by lecturing, holding class discussions, showing films, playing tapes, being permissive or authoritarian, timid or dogmatic; his success is determined by the extent of learning achieved by all his students.

Within the UCLA Graduate School of Education, the program recruits prospective teachers, conducts selection and testing of candidates, and makes available counseling and placement services. In the field, representatives of the program work directly with junior college faculty members and supervisors in attempts to alter evaluation procedures, modes of recruiting faculty, and research approaches. All efforts are geared to the implementation of the rationale that junior colleges must focus on their prescribed purpose — that of causing learning. The Teacher Preparation Program, aided by the UCLA Junior College Leadership Program, conducts continuing study of the program's effects.

SOUTHERN ILLINOIS UNIVERSITY

Southern Illinois University, Carbondale, in conjunction with the Junior College District of St. Louis and St. Louis County, has planned a teacher-training program for students enrolled in post-high-school semiprofessional occupational or career studies (JC 680 075). The Teaching Internship-Core Program is a Midwest Technical Education Center (MTEC) project and is supported by a grant from the Ford Foundation. The internship-core includes: Intern Teaching; Observation of Master Teachers' Methods; Student Personnel Services Orientation; Organization Orientation; Case Studies; Field Studies; Course Work; Seminars.

Emphasis in the program is placed on the constant improvement of quality teaching. That includes developing better approaches, methods, materials, and systems, and evaluating their effectiveness — in short, instructional research and development. The participants are benefited in the following ways:

1. Opportunity to intern under master teachers.
2. Opportunity to become acquainted with the *modus-operandi* of the rapidly developing new Junior College District of St. Louis and St. Louis County.
3. Opportunity to gain knowledge to become more effective as teachers in two-year post-high-school occupational or career programs.
4. Opportunity to gain from professionals recommendations which will assist in obtaining better positions.
5. Opportunity to gain experience which will assist in professional advancement.
6. Opportunity to gain financial assistance in obtaining a master's degree.

In classes taught by interns, supervisors have the final responsibility for the quality and completeness of instruction as well as for the accuracy of grades assigned to students enrolled in the classes. The intern is responsible to his supervisor for the preparation, presentation, and evaluation of the classes to which he is assigned. Because of the scope of the Internship-Core Program, teaching assignments are two-fifths the normal teaching load and include two different courses in which occupational or career program students enroll.

A master teacher of the junior college district is selected to work with each intern. The functions of the master teacher include the following:

1. Provide the director of the Ford Project with a proposal and schedule designed to develop the intern's competencies as a teacher. Proposals include specific course preparations, presentations, and evaluations.
2. Counsel intern regarding teaching assignments and problems associated with the internship-core.
3. Assist intern in establishing the contacts necessary during the internship-core period.
4. Evaluate intern performance and potential.
5. Coordinate intern JCD Organization Orientation.
6. Coordinate intern JCD Student Personnel Services Orientation.
7. Coordinate intern Field Assignments.

The program also helps the intern to gain a better understanding of the philosophy, organization, and functions of student personnel services. The time allocation for that activity is the equivalent of one-half day each week. Interns use part of that time for research activities in the student personnel services area.

All participants in the program complete two courses relating to post-high-school technical programs. A number of the seminars center on the internship-core activities. Others center on a dialogue with leaders in fields affecting post-high-school occupational or career curricula.

Internal performance and potential are evaluated for the purpose of assisting interns in their professional development and providing data for improving the Internship-Core Program. Evaluators may include: Supervisor of intern; Students taught by intern; Dean of Instruction; Dean of Student Personnel Services; Field Assignment Supervisors; Seminar leaders; Associate Director, Ford Project-Southern Illinois University; Selection Committee (Case Studies).

Interns are requested to contribute to the evaluation of the Internship-Core Program by providing summaries and critiques of their experiences.

UNIVERSITY OF SOUTH FLORIDA

A cooperative project involving five institutions of higher education (seven campuses) has recently been completed in the Tampa Bay area of Florida. The Florida College Teaching Project (JC 670 622), a pilot project for improving college teaching, was supported by a grant from the Office of Education. The grant enabled the University of South Florida, Tampa, and four junior colleges — St. Petersburg Junior College, Florida College, Manatee Junior College, and Polk Junior College — to:

1. Discover and confirm through experience an effective program for improving college teaching, particularly among younger faculty members.
2. Determine fresh and creative ways for making students responsible for their own learning, with findings that can be reported to the professions.
3. Develop means of evaluating both teacher and student growth during the course of the project.

An important aspect of the project was its cooperative nature. It involved several institutions differing in size, character, and objectives, and included teachers from each of several basic disciplines. One objective was to demonstrate that the improvement of teaching can, and preferably should, be a cooperative venture in which each participant gets to visit, know, stimulate, and criticize his conferees in other institutions.

The selection of the participants, six from each institution, was made by members of a committee with the advice of other institutional administrators. The criteria for selection of participants included the following:

1. They should be relatively inexperienced in college teaching.
2. They should preferably be "average" teachers.

The two-year project was divided procedurally into two more or less separate experiments by years. Each year consisted of two phases: (1) the preparatory phase during the Fall term and (2) the operational phase during the Winter-Spring term.

The Project was a success in meeting its major objectives. The most significant outcome of the Project, however, was the wish to continue it. In what is probably the first non-grant-financed interinstitutional organization of its kind anywhere, the group did organize itself as *The Tampa Bay Council for Improving College Teaching*. Significantly, it is directed and operated by classroom teachers, with strong and enthusiastic backing of administrators. It seeks to lend powerful support to the cause of major concern in higher education — the need to examine and improve the function of teaching.

APPALACHIAN STATE UNIVERSITY

Appalachian State University, in Boone, North Carolina, has had a master's degree program for preparing junior college teachers since 1957. It currently includes a full major in the teaching field, a minor in education and psychology (developed specifically for junior college teachers), and a supervised teaching practicum (JC 680 078).

The graduate major consists of at least thirty-six quarter hours and the minor consists of at least six quarter hours, with room for three to twelve quarter hours of electives in either the major, a field related to the major, or in professional education.

The distinguishing feature of the program is the orientation it provides in the philosophy, objectives, and nature of the two-year college. Those enrolled in the program are required to take an education course called "Instruction Program in the Two-Year College." In addition, they take either the "Seminar on the Two-Year College" or the "Practicum Seminar on Teaching in the Two-Year College," which is open only to teaching assistants.

The practicum seminar is supervised by an experienced teacher of academic subjects. Each department assigns a staff adviser to the teaching assistant. The supervisor, staff adviser, another member of the department, and the department chairman observe the teaching assistant, hold conferences with him, and write evaluations of his teaching.

Conclusion

Special programs for preparing junior college teachers are not yet widely employed. Most community college teachers enter the profession having been prepared in secondary school programs or, as is often the case, with no specialized preparation at all. Community junior colleges, in order to fulfill their unique functions in American education, should be able to select their instructors from a pool of carefully prepared people. As community colleges grow in stature and importance, it is likely that more programs to prepare their instructors will be constructed within universities, with universities and junior colleges participating jointly, or by the colleges themselves.

Richard Davis Howe

BIBLIOGRAPHY

***JC 660 248 (ED 011 449)**

Critical Problems and Needs of California's Junior Colleges, by Basil H. Peterson. California Junior College Association, Modesto, California. 1965.

***JC 660 465 (ED 013 606)**

New Directions for Instruction in the Junior College. National Conference on New Directions for Instruction in the Junior College, University of California, Los Angeles, 1964. University of California, Los Angeles, Junior College Leadership Program. 1965.

***JC 670 130 (ED 012 177)**

Junior College Faculty: Issues and Problems, Preliminary National Appraisal, by Roger H. Garrison. American Association of Junior Colleges, Washington, D.C. 1967.

***JC 670 622 (ED 013 083)**

Pilot Project for Improving College Teaching — the Florida College Teaching Project, by Sidney J. French. University of South Florida, Tampa, Florida. 1967.

***JC 670 762 (ED 013 088)**

"Teacher Preparation — Rationale and Practice," by Arthur M. Cohen. *Junior College Journal*, Vol. 37, No. 8, (May 1967), 21-25.

***JC 680 046**

Developing Specialists in Learning, by Arthur M. Cohen. University of California, Los Angeles. n.d.

***JC 680 075**

Teaching Internships—CORE Program. St. Louis Junior College Districts, Missouri. n.d.

***JC 680 078**

A Master's Degree Program for Junior College Teachers, by Cratis Williams. Paper presented at the 6th Annual Meeting of the Council of Graduate Schools in the United States, Denver, Colorado, December 1-3, 1966.

***JC 680 079**

The Junior College Curriculum, by Arthur M. Cohen. University of California, Los Angeles, School of Education. 1968.

***JC 680 080**

"Preparation of Junior College Teachers," by Edmund J. Gleazer, Jr. *Educational Record*, Vol 48, No. 2, (Spring 1967).

Abstracts of documents processed in the ERIC system may be found in *Research in Education*, a publication of the U.S. Department of Health, Education and Welfare. *Research in Education* may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Single copy, $1.00; annual subscription of 12 issues, $11.00.)

---

*Documents with an asterisk are available from ERIC Document Reproduction Service, National Cash Register Company, Box 2206, Rockville, Maryland 20852.

CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION

Arthur M. Cohen, *Principal Investigator and Director*

John E. Roueche, *Associate Director* — Lorraine Mathies, *Co-Investigator*

Advisory Board

LLOYD MESSERSMITH
Executive Secretary
California Junior College Association

EDMUND J. GLEAZER, JR.
Executive Director
American Association of Junior Colleges

ROBERT M. HAYES
Professor, School of Library Service, UCLA
Director, Institute of Library Research

B. LAMAR JOHNSON
Professor of Higher Education, UCLA

RICHARD KOSAKI
Chairman, Council of State Directors
of Community Junior Colleges

THOMAS B. MERSON
Dean of Instruction
Bakersfield Junior College

C. ROBERT PACE
Professor of Higher Education, UCLA

ROBERT VOSPER
University Librarian, UCLA

JAMES L. WATTENBARGER
Director, Institute of Higher Education
University of Florida

The Clearinghouse operates under contract with the U.S. Department of Health, Education and Welfare, Office of Education

JUNIOR COLLEGE RESEARCH REVIEW
Arthur M. Cohen, Editor
Clearinghouse for Junior College Information
Room 96, Powell Library
University of California
Los Angeles, California 90024

American Association of Junior Colleges
1315 Sixteenth Street, N.W.
Washington, D.C. 20036

NON-PROFIT ORG.
U.S. POSTAGE
PAID
LOS ANGELES, CALIF.
PERMIT NO. 12378

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 12 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION